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ABSTRACT

This instructor's manual contains job analysis and training curriculum for the positions of Resident Selection and Occupancy Trainee, Resident Security Aide, Resident Security Officer, Security Officer II, and Community Security Aide. The two sections of the manual and their parts are as follows: Section I: A Model Curriculum for Resident Selection and Occupancy Trainees in Public Housing Authorities and Insured Multi-Family Projects--Part I. Job Analysis, Part 2. Training Needs; Part 3. Curriculum Module and Training Sechedule; and Section II. A Security Program for Public Housing--Part 1. Security Defined, Local Housing Authority's Organizational Structure, Local Housing Authority Security Department Career Ladder, and Public Housing Security Department Organizational Structures; Part 2. Job Descriptions, Training Needs, Curricula; Part 3. Interrelationship between Housing Authority, Municipal Police and Community, and Summary. (DB)

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INSTRUCTOR'S MANUAL

CAREER LADDER AND CURRICULUM GUIDE: HOUSING MANAGEMENT

RESIDENT SELECTION AND
OCCUPANCY TRAINEE

RESIDENT SECURITY AIDE
RESIDENT SECURITY OFFICER
SECURITY OFFICER II
COMMUNITY SECURITY AIDE

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U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
APRIL 1973

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A MODEL CURRICULUM FOR RESIDENT SELECTION AND OCCUPANCY TRAINEES IN PUBLIC HOUSING AUTHORITIES AND INSURED MULTI-FAMILY PROJECTS

Prepared under contract with
Shaw University
Raleigh, North Carolina

for
U.S. Department of Housing and Urban Development

by
Center for Social Policy and Community Development
School of Social Administration
Temple University
of the
Commonwealth System of Higher Education
Philadelphia, Pennsylvania

Seymour J. Rosenthal, Director
Archibald Allen, III, Project Director
Pleasant L. Hailey, Jr., Curriculum Specialist

February, 1973

PART ONE

JOB ANALYSIS

CHAPTER		PAGE
I	RESIDENT SELECTION AND OCCUPANCY TRAINEES ..... Insured Multi-Family Projects	2
II	RESIDENT SELECTION AND OCCUPANCY TRAINEES ..... Local Housing Authorities	8

CONTENTS

		PAGE
INTRODUCTION		ii
	PART ONE	
CHAPTER		
....	JOB ANALYSIS	1
I	RESIDENT SELECTION AND OCCUPANCY TRAINEES	2
	Insured Multi-Family Projects	
II	RESIDENT SELECTION AND OCCUPANCY TRAINEES	8
	Local Housing Authorities	
	PART TWO	
III	TRAINING NEEDS	15
	PART THREE	
IV	CURRICULUM MODULE	23
V	TRAINING SCHEDULE	29

INTRODUCTION

The following is a complete job analysis and training curriculum for the positions of "Resident Selection and Occupancy Trainee in Public Housing Authorities and Insured Multi-Family Projects". This is an extension of "Model Curricula and Training Techniques For Use In Training Para-Professional Employees of Public Housing Authorities" developed and prepared under contract with the U.S. Department of Housing and Urban Development by the Center for Social Policy and Community Development of the School of Social Administration, Temple University. This "master" document contains the theoretical, philosophical and methodological positions upon which this portion of the curriculum is based. It is essential that in preparing to use this curriculum for Resident Selection and Occupancy personnel, refer to the "master" document in order that a complete understanding of the purpose, philosophy and usage of this curriculum might be obtained.

The process for the development of this curriculum was as follows:

1. Interviews of managers and personnel staff of local housing authorities and insured multi-family projects

2. Analysis of available job descriptions etc. of similar positions

3. Development of job descriptions

4. Articulation of the needs for training as they evolved out of the job descriptions

5. Development of training curriculum in conjunction with the specified needs.

The curriculum defines the content matter essential to the training for this position. The required time for

training for this position is not as definitive. There are several salient factors that one would have to be concerned with when he is attempting to reach a decision regarding the amount of time and investment he will relegate to training. These factors are listed below.

1. Much will be dependent upon the organization structure of the local housing authority or insured multifamily projects that are involved.

   As suggested later in this package, the staffing pattern for these positions might vary from one program to another, depending upon the size of the program and, the need for such a position in that program. Accordingly, the relationship between intensive training, on-the-job training and other methods of training will be greatly dependent upon how a given authority or project intends to utilize personnel in this position.

2. Much will be dependent upon the availability of staff slots for this position. This will determine the number of trainees involved, which will be a primary determinant of the training methods utilized.

3. Much will be dependent upon the amount of background that trainees have in subsidized housing programs.

   If trainees are chosen primarily from within a housing authority or project staff, then the degree of initial intensive training may be lessened much more than if the trainees were chosen from a background of primarily unrelated work experience.

4. Much will be dependent upon the availability of resource persons required for the training.

   Whether content material can be presented in a series of intensive sessions or sessions spaced out over a long period of time will be directly related to the availability of resource personnel.

Other factors concerned with more specific situations of a particular housing authority or insured multifamily project might be considered as determinants of time required for training.

It should be clear that these factors will vary greatly from one city, county, state or general environment to another. Therefore, the length of time utilized for training and the character of the training models will vary greatly. We have chosen to suggest a model time schedule for eight weeks with the major focus being on-the-job training. One should consult the "master" document for greater insight into a more extensive training schedule. We encourage each authority or project to develop schedules that will suit their individual needs.

Career Ladder Considerations

The tenant Selection and Occupancy Trainee might be best conceptualized as a ground-floor position for management and/or social services. The components of the job description for this position lend themselves to basic understanding for both areas. Training is geared to this reality, and in terms of career ladder considerations, prepares the trainee for either area of the housing authority or project staff. This will avoid giving this position the characteristic of dead-ended employment.

Staffing

The duties for this position may presently be divided among various staff personnel within an authority or insured multi-family project. This may be because of:

1. A lack of available resources for staffing this position on a full-time basis, or

2. The fact that these duties do not represent a priority of need for an authority or project (because of minimal resident "turnover" in some authorities or projects).

It is suggested that this position might be staffed on a part-time basis, and that the personnel in this position might serve more than one authority or project. This requires an interrelatedness on the parts of similar authorities and/or projects, and a remunerative agreement between the authorities or projects involved.

The end result of staffing this position would be that of "freeing" other staff members to give more consideration to their specific areas of endeavor. For example: It would mean that managers would be freed to give more attention to administrative and operational functions rather than the specifics of eligibility requirements for individuals or families.

A large authority with more than five-hundred personnel might staff this position with a full-time person serving more than one project. A smaller authority might want to seek an arrangement with another nearby authority to staff this position. Likewise, several small insured multi-family projects with similar characteristics with respect to the subsidized programs with which they are involved might seek to make similar arrangements.

CHAPTER I

RESIDENT SELECTION AND OCCUPANCY TRAINEES

INSURED MULTI-FAMILY PROJECTS

JOB ANALYSIS: Resident Selection and Occupancy
Trainee (Insured Multi-Family Project)

I. Job Description

A. Nature of Work

1. Determine eligibility of applicants for residence in insured multi-family projects in accordance with the policies of the project management and pertinent legislation

2. Acquaint applicant with specific programs (under the rubric of subsidized housing) for which he is eligible

3. Assist in setting priorities for admission into project based on conditions of applicant at time of his application. i.e. Who is eligible first?

   a. Applicants displaced by government action

   b. Applicants presently living in sub-standard conditions

   c. Applicants of a specific race or economic status (in order to insure and maintain a "healthful and desirable social and economic mix")?

4. Assist applicants in defining their resources for themselves

5. Acquaint applicant with housing authority policies and regulations that are to be maintained by all residents as a condition for residence.

B. Duties to be Performed

1. Obtain information from applicant regarding income in accordance with the policies of the project

2. Obtain information from employers regarding income in accordance with the policies of the project

3. Investigate credit checks and references (this may be of little value if applicant has lived in sub-standard housing and/but can be rated positively in other respects)

4. Visit applicant's present residence

5. Make referrals to agencies for applicant in accordance with his needs

6. Obtain information regarding amount paid for child care and other areas essential to the life of the family

7. Periodically recertify eligibility of residents

   Note: This would be done in accordance with pertinent legislation and policy which specify actual lengths of time for re-certification according to the program that is involved.

8. Inform applicant of his rights and responsibilities as a tenant. This will include explanation of the relationships of tenant-owner and tenant-management

9. Maintain clerical records and prepare report forms

   Note: This includes the many forms that are necessary for federal as well as local records.

10. Arrange appointment for applicant with manager or other staff member responsible for final interview leading to occupancy.

C. Skills Required

1. Ability to meet and get along with people

2. Fundamental knowledge of interviewing skills

3. Ability to communicate and explain technical policy and regulations with a variety of people who represent a variety of different education levels

4. Basic reading, writing, typing and mathematical skills

5. Ability to understand the organizational structure, functions and purpose of the housing project

6. Ability to understand admissions policies and understand the differences between local and federal policies and legislation

7. Ability to complete and use very technical and complicated reports and forms

8. Ability to recognize problem areas of applicants in income management

9. Ability to recognize needs of applicants such that adequate referrals may be made.

D. Level of Skills Required

1. Ability to interview applicants in a supportive manner so as to facilitate:

   a. The determination of their eligibility for housing

   b. The making of proper referrals when that is found to be necessary

   c. Accurate reports to the project manager or other staff member who will be responsible for making the final decision regarding occupancy for eligible applicants

2. Ability to perform reading, writing and mathematical skills at the tenth grade level

3. Ability to type at a speed level and within accuracy limits established to determine typing skills.

II. Job Specifications: Minimum acceptable human qualities required to properly perform the job.

A. Attitudes

1. Respect for individual applicant/tenant rights

2. Interest in assisting applicants to obtain adequate living conditions

3. Openness to alternative solutions to problems

4. Willingness to accept supervision

5. Desire to learn new skills

6. Willingness to work afternoons and/or evenings.

B. Experience

1. Some indication of having effectively assisted individuals in problem solving situations

2. Work with figures and percentages is desirable but not mandatory

3. Work or volunteer activity in human services is desirable, but not mandatory.

C. Skills

1. Ability to meet and get along with people

2. Ability to recognize problem areas of people

3. Ability to perform reading, writing and mathematical skills at a basic level

4. Ability to type at a speed level and within accuracy limits established to determine typing skills.

D. Education

1. Completion of the tenth grade or its equivalent.

E. Health

1. Good physical condition

2. Ability to walk for long periods of time.

CHAPTER II

RESIDENT SELECTION AND OCCUPANCY TRAINEES

LOCAL HOUSING AUTHORITIES

JOB ANALYSIS: Resident Selection and Occupancy
Trainee (Local Housing Authority)

I. Job Description

A. Nature of Work

1. Determine eligibility of applicants for residence in Local Housing Authority projects in accordance with the policies of the Local Housing Authority and pertinent legislation

2. Acquaint applicant with specific programs (under the general rubric of subsidized housing) for which he is eligible

3. Assist in setting priorities for admission into project based on conditions of applicant at the time of his application. i.e. Who is eligible first?

   a. Applicants displaced by government action

   b. Applicants presently living in sub-standard conditions

   c. Applicants of a specific race or economic status (in order to insure and maintain a "healthful and desirable social and economic mix")?

4. Assist applicants in defining for themselves their resources

5. Acquaint applicant with housing authority policies and regulations that are to be maintained by all residents as a condition for residence.

B. Duties to be Performed

1. Obtain information from applicant regarding income in accordance with the mandates of the authority's policy

2. Obtain information from employers regarding income in accordance with the mandates of the authority's policy

3. Investigate credit checks and references (this may be of little value if applicant has lived in sub-standard housing and/but can be rated positively in other respects)

4. Visit applicant's present residence

5. Make referrals to agencies for applicant in accordance with his needs

6. Obtain information regarding amount paid for child care and other areas essential to the life of the family

7. Periodically recertify eligibility of residents

   Note: This would be done in accordance with pertinent legislation and policy which specify actual periods of time for recertification according to the program that is involved

8. Inform applicant of his rights and responsibilities as a tenant. This will include an explanation of the relationships of tenant-owner and tenant-management

9. Maintain clerical records and prepare report forms

   Note: This includes the many forms that are necessary for federal as well as local records.

10. Arrange appointment for applicant with manager or other staff member responsible for final interview leading to occupancy.

C. Skills Required

1. Ability to meet and get along with people

2. Fundamental knowledge of interviewing skills

3. Ability to communicate and explain technical policy and regulations with a variety of people who represent a variety of different education levels

4. Basic reading, writing, typing and mathematical skills

5. Ability to understand the organizational structure, functions and purpose of the housing authority

6. Ability to understand admissions policies and understand the differences between local and federal policies and legislation

7. Ability to complete and use very technical and complicated reports and forms

8. Ability to recognize problem areas of applicants in income management

9. Ability to recognize needs of applicants such that adequate referrals may be made.

D. Level of Skills Required

1. Ability to interview applicants in a supportive manner so as to facilitate:

   a. The determination of their eligibility for housing

   b. The making of proper referrals when that is found to be necessary

c. Accurate reports to the housing manager who will make final decision regarding occupancy for eligible applicants.

2. Ability to perform reading, writing and mathematical skills at the tenth grade level

3. Ability to type at a speed level and within accuracy limits established to determine typing skills.

II. Job Specifications: Minimum acceptable human qualities required to properly perform the job.

A. Attitudes

1. Respect for individual applicant/tenant rights

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5. Desire to learn new skills

6. Willingness to work afternoons and/or evenings.

B. Experience

1. Some indication of having effectively assisted individuals in problem solving situations

2. Work with figures and percentages is desirable, but not mandatory

3. Work or volunteer activity in human services is desirable, but not mandatory.

C. Skills

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4. Ability to type at a speed level and within accuracy established to determine typing skills.

D. Education

1. Completion of the tenth grade or its equivalent.

E. Health

1. Good physical condition

2. Ability to walk for long periods of time.

PART TWO

CHAPTER		PAGE
III	TRAINING NEEDS	15

CHAPTER III

TRAINING NEEDS

This is an attempt to define the subject areas needed to support training for individuals seeking employment in the position of Resident Selection and Occupancy Trainee in a multi-family insured housing project or a local housing authority. No attempt is being made at this point to define:

1. the method by which these areas will be taught

2. who should teach a specific area (thus the focus of the particular knowledge area)

3. the relative importance of a specific area to the job as a whole.

It is assumed that the trainee with supervision of the trainer, will, at the outset of the training process, define for himself his own deficiencies with respect to basic skills (reading, writing, typing, mathematics etc.) and make the necessary arrangements for the eradication of these deficiencies, i.e., night school, tutoring, etc.

TRAINING NEEDS

RESIDENT SELECTION AND OCCUPANCY TRAINEE

I. Interviewing Techniques

A. When to Interview

Trainee must be made aware of the proper time to interview a prospective applicant. This involves a sensitivity to the applicant's availability for an interview. Here the trainee will have to be made aware of the applicant's life-style and functioning with regards to employment, child care and etc.

B. Types of Interviews

The trainee should be able to specify the reasons for any interview, and the different kinds of interviews he might employ for obtaining information. He should be able to understand the variable dynamics that accompany each kind of interview. This is not meant to suggest that each of these areas should be handled in separate interviews. One interview might serve to accomplish two or three different purposes:

1. Intake Interview

This interview is used to obtain information necessary for administrative, procedural tasks, i.e., name, address, income, family composition, etc.

2. Problem Identification Interview

This interview could be used in an effort to denote social problems that might be treated by some agency to which a referral may be made.

3. Referral Interview

This interview is used primarily in acquainting the resident with possible resources for solving problems that have become evident in the problem identification interview.

4. Homevisit Interview

This technique of obtaining information will often be used by the trainee. He must then understand the dynamics of this method and the differences in function between this and office visits.

5. Recertification Interview

The trainee will have to be fully acquainted with legislation and policy which govern the housing project in which he is employed. The trainee will have to maintain sensitivity necessary to obtain the information required for recertification.

II. Problems Concerned With Eligibility

A. The trainee must have knowledge laws, legislation, and policy concerned with eligibility for residence in public housing and multi-family insured projects. The trainee must be able to adapt to changes in these areas occurring during the regular course of operation.

Examples of these kinds of laws, legislation and policy are as follows:

1. Legislation governing

a. Initial eligibility

b. Recertification of eligibility

2. Housing project and/or housing authority policy which may or may not fully coincide with other policies set up by city, state or federal

level agencies, or departments. Trainee will have to be made aware of the significance of any kind of difference itself.

This requires studying memoranda and legislative procedures.

III. Referrals

Along with basic skills of interviewing techniques, the trainee will be required to obtain and maintain a basic knowledge of referral techniques. This will include the following:

A. Recognition of Need

The trainee must be able to properly identify problem areas of prospective tenants and current residents.

B. How and When to Make Referrals

The trainee will be required to understand when is the proper time to make a referral for a "client". This is concerned with:

1. Maintaining a sensitivity that will allow the trainee an awareness of the resident's amenability to referral

2. An understanding of the different policies of agencies involved with problem solving, and an understanding of the proper channels through which a referral is to travel

3. An understanding of the degree of support that is necessary from the trainee to the individual resident in making and following through on a referral

   a. This kind of support will vary in degree with each individual. It will be the trainee's responsibility to understand just how much support is needed for each individual.

C. The Maintenance of an Adequate and Accurate Inventory of Resources

The trainee will be required to keep an up-to-date inventory of the available resources for problem solving. This will mean:

1. That the trainee must understand the administrative policies and purpose of each agency to which he might look for aid

2. That the trainee maintain a high degree of flexibility in complying with the changing policies of these agencies

3. That the trainee must maintain a willingness to be concerned with policies of other agencies as well as being able to keep up with the changes of these agencies (this presumes a great deal of reading of memos and brochures and constant revision of trainee's own records).

IV. Tenants Rights and Responsibilities

The trainee will have to be made aware of the complexities involved in the spelling out of rights and responsibilities as defined by federal authorities, city authorities and the individual housing projects and housing authorities.

The trainee will have to maintain a keen sense of the proper degree of loyalty to any one of these departments and to the resident in any given situation. Skill in giving out this kind of information will be required.

V. Investigation of Credit Checks

Trainee will be required to know how to properly make credit checks for the purpose of acquiring information regarding the resident's eligibility for rent supplement programs, public housing, etc. This training will include:

A. How this is done

1. Mail

2. Phone

3. In person

B. Sources available for giving out this kind of information

1. Trainee will have to keep files on the available resources for getting the information. He will be expected to keep abreast of all these procedures and resources.

C. Trainee will be required to understand all of the rights of the resident regarding the availability of certain kinds of information to public or private agencies.

Trainee will be expected to know:

A. The kind of information that one should seek

B. The kind of information that one should not seek

C. The kind of information that should be available from any particular source

D. The kind of information that should not be available from any particular source.

PART THREE

CHAPTER		PAGE
IV	CURRICULUM MODULE	23
V	TRAINING SCHEDULE	29

CHAPTER IV

CURRICULUM MODULE

DELIVERY OF SERVICES TO INDIVIDUALS AND FAMILIES

INTERVIEWING

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
When to interview	1	Role play, on-the-job training and lecture will be used for all content sections under this general heading	A social service delivery person who is skilled in interviewing and has an extensive experiential background in interviewing will be the resource person for all content sections under this general heading	The Resident Selection and Occupancy Trainee will need to know the information and skills necessary in order to interview applicants in such a way that the applicant is responsive. This is the objective for all content under this general heading
How to arrange an interview	2			
Types of interviews. Note 1	3			
Interviewing techniques	4			
How to evaluate an interview	5			
Note 1: This will include recertification interview as well as interview with other agencies for investigation of credit checks, etc.				

DELIVERY OF SERVICES TO INDIVIDUALS AND FAMILIES

PROBLEM IDENTIFICATION

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
How does worker learn to identify problems?	6	Case studies, lectures, and on-the-job training will be used for all content sections under this general heading	A social service delivery person experienced in identifying client problems will be the resource person for all content sections under this general heading	The Resident Selection and Occupancy Trainee will need to be able to be sensitive to tenants'/applicants' problems--a first step in helping to solve them
How does worker develop a priority list in accordance with the client's specific needs?	7			

RESOURCE IDENTIFICATION

Develop an inventory of resources	8	Lecture and on-the-job training will be used for all content sections under this general heading	A social services delivery person skilled in referring clients to certain agencies	The trainee will have to be able to refer applicants to various resources which can help the applicant with his problems
Send applicant to appropriate resource in accordance with his problem	9			

DELIVERY OF SERVICES TO INDIVIDUALS AND FAMILIES

RECORD KEEPING

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Importance of case records	10	Lecture and case study	A social services delivery person who is skilled in keeping records	The trainee must be able to initiate a case record as preliminary for the social services department of the authority. He must know the material which he is responsible for entering into the case record
Content of case record as dictated by the needs of housing authority	11	Lecture and case study	Public Housing Authority Supervisor	The trainee must know the material that is to go into the case record
Importance of understanding the right of confidentiality of records	12	Lecture	A social services delivery person or a public housing authority supervisor who is skilled in keeping records	Trainee must maintain the appropriate attitude toward clients' rights to confidentiality of his records

ADMINISTRATIVE PROCEDURES

SPECIFIC KNOWLEDGE

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Legislation Federal	1	Lecture, reading assignments and on-the-job training will be used for all content section under this general heading	HUD Regional Office person who is knowledgeable of the different legislations regarding subsidized housing programs and their requirements	The trainee will have to obtain a thorough knowledge of the differences in federal and local programs and the implications for eligibility requirements for individuals and families in all situations
Local	2		A local housing authority or project staff person who is knowledgeable of local legislation and/or policy regarding eligibility requirements	
Tenants rights and responsibilities Federal policy Local policy	3	Lecture and case study	HUD Regional Office person and/or housing authority or project staff person who is knowledgeable of the policies involved in this content area	The trainee will need to be aware of this information as he will have the responsibility of giving this information to the applicant

ADMINISTRATIVE PROCEDURES

SPECIFIC KNOWLEDGE

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Credit checks	4	Lecture and on-the-job training	A staff member from a local bank or credit bureau who is knowledgeable of the procedures involved in this process will be the resource person for all content sections under this general heading	The trainee will need to be aware of procedures for gathering information that is necessary to determine the eligibility of an applicant

RECORD KEEPING

Forms, reports etc. Federal	5	Lecture, case study and on-the-job training	HUD Regional Office person who is knowledgeable of the use of specific and pertinent forms and reports	The trainee will need to maintain a working knowledge of the use of specific forms and reports both federal and local
Local	6		Housing authority or project staff member who is knowledgeable of the use of specific and pertinent forms and reports	

CHAPTER V

TRAINING SCHEDULE

- WEEK 1 -

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
History, philosophy and organization of Public Housing Authority or Insured Multi-Family Project. *To be presented by staff personnel	Administrative Procedure Sections 1, 2	Administrative Procedure Sections 1, 2	Delivery of Services Sections 1, 2, 3 and 4	Delivery of Services Sections 6, 7
Administrative Procedure Section 3	Administrative Procedure Sections 1, 2	Delivery of Services Sections 1, 2, 3 and 4	Administrative Procedure Sections 3, 4	Administrative Procedure Sections 1, 2

- WEEK 2 -

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Administrative Procedure Sections 5, 6			Administrative Procedure Sections 5, 6
	Delivery of Services Sections 10-12			Delivery of Services Sections 10-12

- WEEK 3 -

	Delivery of Services Sections 6, 7			Delivery of Services Sections 6, 7
	Delivery of Services Sections 8, 9			Delivery of Services Sections 8, 9

- WEEK 4 -

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Administrative Procedure Sections 5, 6 --- Delivery of Service Sections 10, 11, and 12			Administrative Procedure Sections 1, 2
	Administrative Procedure Section 3			Delivery of Service Sections 6, 7

- WEEK 5 -

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Administrative Procedure Sections 1, 2	Administrative Procedure Sections 1, 2	Delivery of Service Sections 1-5	Delivery of Service Sections 1-5	Delivery of Service Sections 10, 11 and 12
Administrative Procedure Sections 4, 5, and 6	Administrative Procedure Sections 4, 5, and 6	Delivery of Service Sections 6-9	Delivery of Service Sections 6-9	Administrative Procedure Sections 5, 6

- WEEK 6 -

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				Delivery of Service Sections 1-5
				Delivery of Service Sections 6-9
				Delivery of Service Sections 10-12 --- Administrative Procedure Sections 5, 6
				Administrative Procedure Sections 1-6

- WEEK 7 -

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				Delivery of Service Sections 1-5
				Delivery of Service Sections 6-9
				Delivery of Service Sections 10-12 --- Administrative Procedure Sections 5, 6
				Administrative Procedure Sections 1-6

- WEEK 8 -

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				Delivery of Service Sections 1-5
				Delivery of Service Sections 6-9
				Delivery of Service Sections 10-12 --- Administrative Procedure Sections 5, 6
				Administrative Procedure Sections 1-6

A SECURITY PROGRAM FOR PUBLIC HOUSING

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Seymour J. Rosenthal, Director
Archibald Allen, III, Project Director
Pleasant L. Hailey, Jr., Curriculum Specialist

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Dr. Oscar Newman, Institute of Planning and Housing, New York, New York
Mr. John Carman, Carman and Associates, Cleveland, Ohio
Mr. James Reaves, Philadelphia Housing Authority Security Department, Philadelphia, Pennsylvania
Mr. Paul Estaver, Law Enforcement Assistance Agency, Washington, D.C.
Philadelphia Police Department

To Mr. Alan J. Zuckerman, our former project director, and Mrs. Marie E. Adams, National Urban League Development Foundation, Washington, D.C. many thanks for your conceptualizations.

To the rest of the staff at the Center for Social Policy and Community Development for their ideas.

The ideas presented in this document are the results of many collaborations with persons involved in some aspect of security in public housing. However, the authors of this document maintain total responsibility for the ideas presented herein.

Seymour J. Rosenthal, Director
Archibald Allen, III, Project Director
Pleasant L. Hailey, Jr., Curriculum Specialist

CONTENTS

		PAGE
INTRODUCTION		v
.....	Background	v
.....	Process Statement	v
.....	Purpose of This Document	v
.....	Overview	vi

PART ONE

CHAPTER

I	SECURITY DEFINED	2
II	LOCAL HOUSING AUTHORITY'S ORGANIZATIONAL STRUCTURES	6
	A discussion of possible organizational structures found in local housing authorities and how this relates to developing a security system in public housing.	
III	LOCAL HOUSING AUTHORITY SECURITY DEPARTMENT CAREER LADDER	13
	A discussion of the career ladder developed for the local housing authority security department and how it begins to define organizational structure and specific duties.	
IV	PUBLIC HOUSING SECURITY DEPARTMENT ORGANIZATIONAL STRUCTURES	19
	A discussion of possible structures for security departments based on issues that arose out of the career ladder development.	

CONTENTS

PART TWO

CHAPTER		PAGE
V	JOB DESCRIPTIONS, TRAINING NEEDS, CURRICULA ...	24
	Introduction	25
	Resident Security Aide	26
	Resident Security Officer	34
	Security Officer	43
	Community Security Aide	52
	PART THREE	
VI	INTER-RELATIONSHIP BETWEEN HOUSING AUTHORITY, MUNICIPAL POLICE AND COMMUNITY ..	62
	A discussion of the importance of the relationship between the local housing authority security force and municipal police force and problems that arise out of such relationships.	
VII	SUMMARY	67

INTRODUCTION

Background

This document has been prepared for Shaw University by the Center for Social Policy and Community Development under contract with the United States Department of Housing and Urban Development. It is a continuation of our work with para-professional training in public housing as expressed in "Curricula and Training Techniques for the Training of Para-professional Employees of Public Housing Authorities" (referred to as "master document").

Process Statement

This document was prepared at the request of HUD in response to the increasing crime rate and lack of security in local housing authorities. The basic principles upon which it is based were derived from interviews with prominent individuals in the field of public housing security, local housing authority administrative personnel and municipal police personnel. From these interviews, job responsibilities were enumerated and the job descriptions were developed. Training needs were defined, (see "training needs" at the end of each job description). These training needs became the basis for content areas found in the curricula.

Purpose of This Document

The purpose of this document is four-fold:

1. to recognize the importance of resident groups in assisting local housing authorities to offer better services to residents in public housing given the limits of the local housing authority's financial status

2. to prepare residents to become better citizens in public housing and to prepare para-professionals to do their jobs more effectively

3. to create para-professional jobs which offer career opportunities

4. to increase the sense of community among the public housing residents such that a safer and more "secure" environment is created.

This document is specifically focused on these needs in terms of security issues. We have defined "security" in such a way that community involvement, citizenship in the community and community allegiance are essential elements in the establishment of a security system in public housing.

This document with its emphasis on in-house training designs, provides the local housing authority with a training and career ladder development competence that will not have to be otherwise commissioned or contracted. This decreases the cost of training within a local housing authority and more adequately defines training as a vehicle to be utilized for the development of employees who will perform their jobs better.

Overview

There are 4 (four) basic assumptions necessary to understanding the framework within which these curricula were developed:

1. Principle of Resident Involvement

   Underlying the notion of para-professional training in public housing is the realization that residents of local housing authorities can creatively assist in resolving problems of their community.

2. The Nature of Resident Involvement

   A way to improve the economic and social conditions of local housing authority residents is through offering career opportunities. It must be emphasized that we use the term "career opportunity" rather than "job opportunity". This is consistent with the belief that the creation of job opportunities for para-professional employees is not enough. There must be a program designed which offers a prospective para-professional employee a career opportunity--a chance to learn and grow. Most importantly, however,

is the para-professional's opportunity to achieve personal and family stability through creative work.

Housing authorities should provide career opportunities for their residents. This program (and the program found in the "master document") provides a basis for that kind of opportunity to residents of local housing authorities. Personal motivation is a built-in, integral component of the system. It offers a person alternative courses of action such that he might recognize the "American Dream" of "starting at the bottom and rising through the ranks to the top".

3. Conditions of Resident Involvement: Learning Theory

The assumption here is that people must learn in order to perform their jobs adequately. They must learn how to make connections between knowledge acquired from their experience and other types of formal learning situations. Our theory of learning states that people learn best 1) by discovery and 2) in task-oriented, experience connected situations. This suggests that the best learning environment in most instances is the on-the-job scene. Thus our emphasis is placed heavily on in-service skill training. The premise is that a person must be given ample opportunities to make connections between his on-the-job performance and the related, simultaneous training. This leads us to a series of other assumptions which must be translated into operational activities:

a. There must be a complementary relationship between the training session and work-day procedures.

b. On-the-job supervisors of trainees must have substantial in-put into the training process.

c. Training becomes an "in-house" function (as much as possible according to the nature of the content of the proposed training program) involving all agency employees who share their knowledge at an appropriate point in the training process.

4. Connecting with Outside Educational Resources

The final assumption is that training within a local housing authority has implications for career opportunities outside of the local housing authority system as well as within it. This implies a training program design which will make the necessary connections with existing outside educational resources. It also implies that the local housing authority training program should look to develop an outside educational resource when an adequate one is not in existence.

For example: A resident might begin employment as a resident security aide and via merit promotion, become a security officer or member of the administrative staff of the local housing authority security division. He might then become interested in other aspects of law, such as corrections. He may be given credit for the kind of training he received for his present job and enter another kind of training program designed specifically for the aspect of law in which he is interested, or he may be accepted in a program similar to the "University Without Walls" where he might obtain the necessary academic background and/or degree to become accredited in his "new" field of endeavor. In this manner an aspirant's potential will not be limited to the confines of a single project or local housing authority.

PART ONE

CHAPTER		PAGE
I	SECURITY DEFINED	2
II	LOCAL HOUSING AUTHORITY'S ORGANIZATIONAL STRUCTURE	6
III	LOCAL HOUSING AUTHORITY SECURITY DEPARTMENT CAREER LADDER	13
IV	PUBLIC HOUSING SECURITY DEPARTMENT ORGANIZATIONAL STRUCTURES	19

CHAPTER I

SECURITY DEFINED

SECURITY DEFINED

In this document we discuss concepts and methods of developing 1) security systems in public housing which will employ para-professionals and 2) related training programs for these para-professional personnel. We have discussed the importance of the utilization of para-professional personnel (especially housing residents) in this system. The foundation of this system must be a clear understanding of what is meant by security. Out of this definition must come an understanding of the issues involved so that essential organizational components of the security system become defined. Then, must come the necessary components of the related training program. By this process we can be relatively certain that the end product will reflect an adequate problem-solving response to the issues addressed in the definition.

Traditionally the connotation of the word "security" has been "insecurity". That is, a person addressing himself to security concerns generally means criminal concerns. He wants to deal with a more effective way of deterring criminal acts. However, this is not the total concern of security, and a system built on this foundation cannot be a total system.

Security involves more than planning for and developing a system whereby perpetrators of criminal acts are apprehended. This involves planning and developing systems which will speak to 1) the right to be free from criminal victimization and 2) the psychological needs of people to feel secure.

We define criminal victimization as the actual perpetration of criminal acts against person or property. It can be analyzed, evaluated and documented by some systematic or objective methodology i.e., burglaries, murders, assaults and rapes are quantifiable.

We define the psychological needs of people to be secure as "the state or feeling of being free from fear, etc.; safety or a sense of safety". Though this is more difficult to quantify, it is nevertheless as much a reality

as the quantifiable aspects of security (criminal acts, etc.) and must be dealt with extensively as an integral part of any security system that might be developed.

This represents our two-track approach to the development of a total security system:

1. To deter criminal victimization, the system must include effective police personnel and techniques. To this end we have developed the "A" track of the security system, (see chart next page). One track of the security system is developed with major emphasis on the development of skills in using the most modern and effective police techniques available.

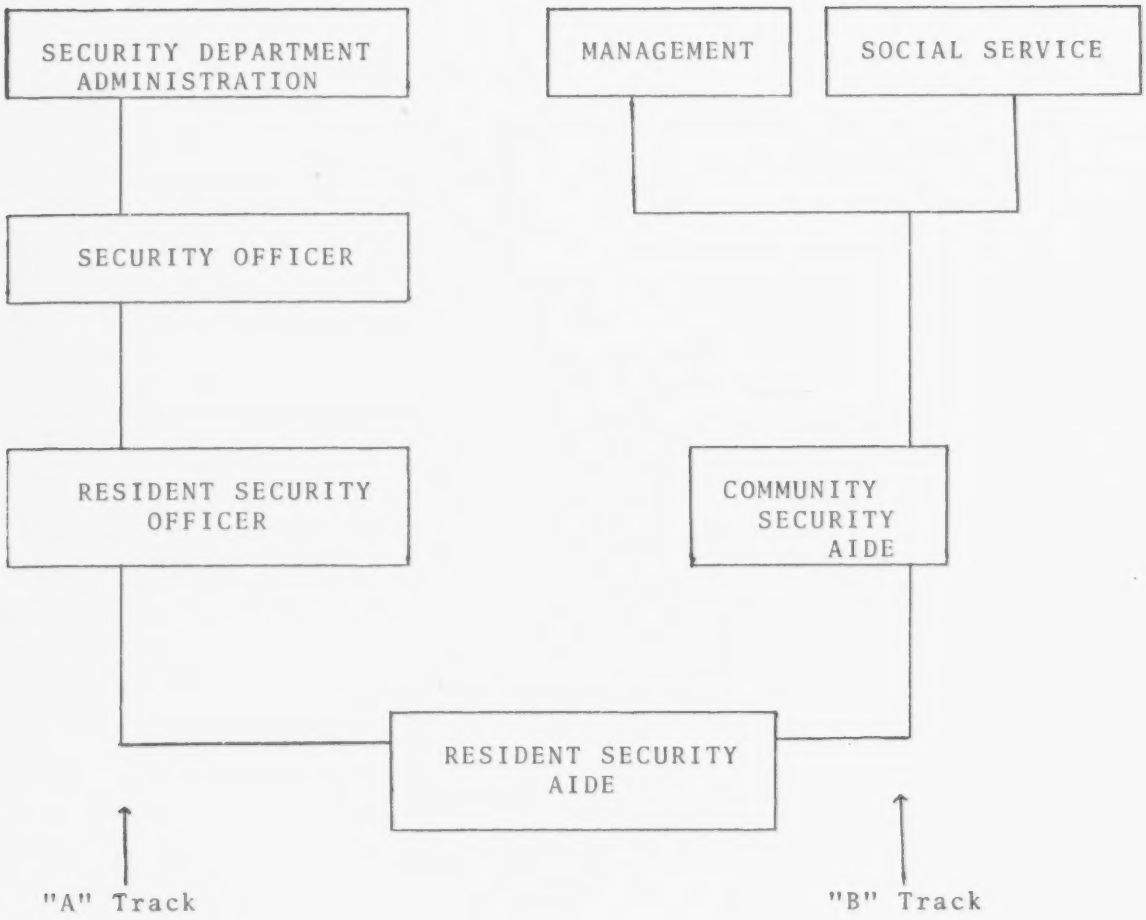
2. To develop a system that will achieve the goal of creating and maintaining a sense of safety, there must be included widespread community involvement, community planning and program development. We have developed, then, a "B" track in the system--one which places major emphasis on dealing with groups and individuals around program planning and development to meet the needs that may arise out of a "security" context. The basis for this assumption is relatively simple:

   a. impersonalization breeds complacency and subsequently an environment where crimes against both person and property can flourish.

   b. familiarization breeds a sense of belonging, commitment and, subsequently a decrease in environments susceptible to criminal activity.

If more people in the community become involved in activities in the community, citizenship in the community becomes more easily defined. Strangers become more susceptible to question and observation.

Another important aspect of "security" in local housing authority communities is physical planning. The connection between physical planning and security concerns is a relatively new endeavor. Although that concern is not within the scope of this document, we suggest that local housing authorities currently in the planning stages for security systems either in existing or new facilities include this consideration. However, accommodations have not been made in this document for this aspect of security.



NOTE: For further explanation of this chart, see Chapter VI: "Local Housing Authority Security Department Career Ladder".

CHAPTER II

LOCAL HOUSING AUTHORITIES ORGANIZATIONAL STRUCTURES: TWO PATTERNS FOR SECURITY SYSTEMS IN PUBLIC HOUSING

LOCAL HOUSING AUTHORITIES ORGANIZATIONAL STRUCTURES

It is important to understand the organizational structure the local housing authority prior to planning a security system.

1. Internal relationship

   Each division of the local housing authority has an impact on the functions of other divisions. This requires a clear understanding of the following issues:

   a. the locus for decision-making

   b. the actual impact of one specific unit upon another

   c. clearly defined supervisory lines

   d. development of support for security concerns.

2. External relationship

   The problem that is addressed here is how housing authority personnel will relate to agencies outside of the housing authority and how that is impacted by the nature of the housing authority organizational structure. This becomes critical, in terms of security concerns, when decisions are made regarding what employees in the housing authority will be responsible for relating to outside organizations (as the municipal police, social agencies, or community groups) around concerns of security.

There are basically two kinds of organizational structures that might be found in a housing authority:

1. Administrative structure (see Organizational Chart I)

   This structure is based on administrative priorities, i.e., according to the housing authority, project management is the basic administrative unit. Many local housing authorities define all operational activities as a function of the project manager. In terms of organizational structure, management becomes primary and

all other related functions become subordinate to it by being a part of it. As can easily be seen, problems of supervisory responsibility and professional loyalty are inherent in this kind of a structure. When security department personnel are directly responsible to a project manager (as in Chart I) it is possible that a role conflict* might arise--the project manager will be interpreting issues and problems from his managerial perspective rather than security's perspective.

There is the related problem of allegiance. If the security department personnel is directly supervised by the project manager then it is clear that allegiance to the administrative structure (project manager) rather than one's own field of endeavor (security department personnel) will take priority. This is not an insurmountable problem but it does point to the necessity to have as many people in the local housing authority involved in the training process such that clear understanding of different perspectives on specific issues may be made.

Another problem should become evident with this kind of structure: that is adequately dealing with external systems with respect to security issues. Here we should be able to see the possibility of outside agencies dealing with the housing authority around these concerns and not ever having to relate directly to someone employed in the security department. It should not be difficult to see how this can be problematic to the development of an effective security program.

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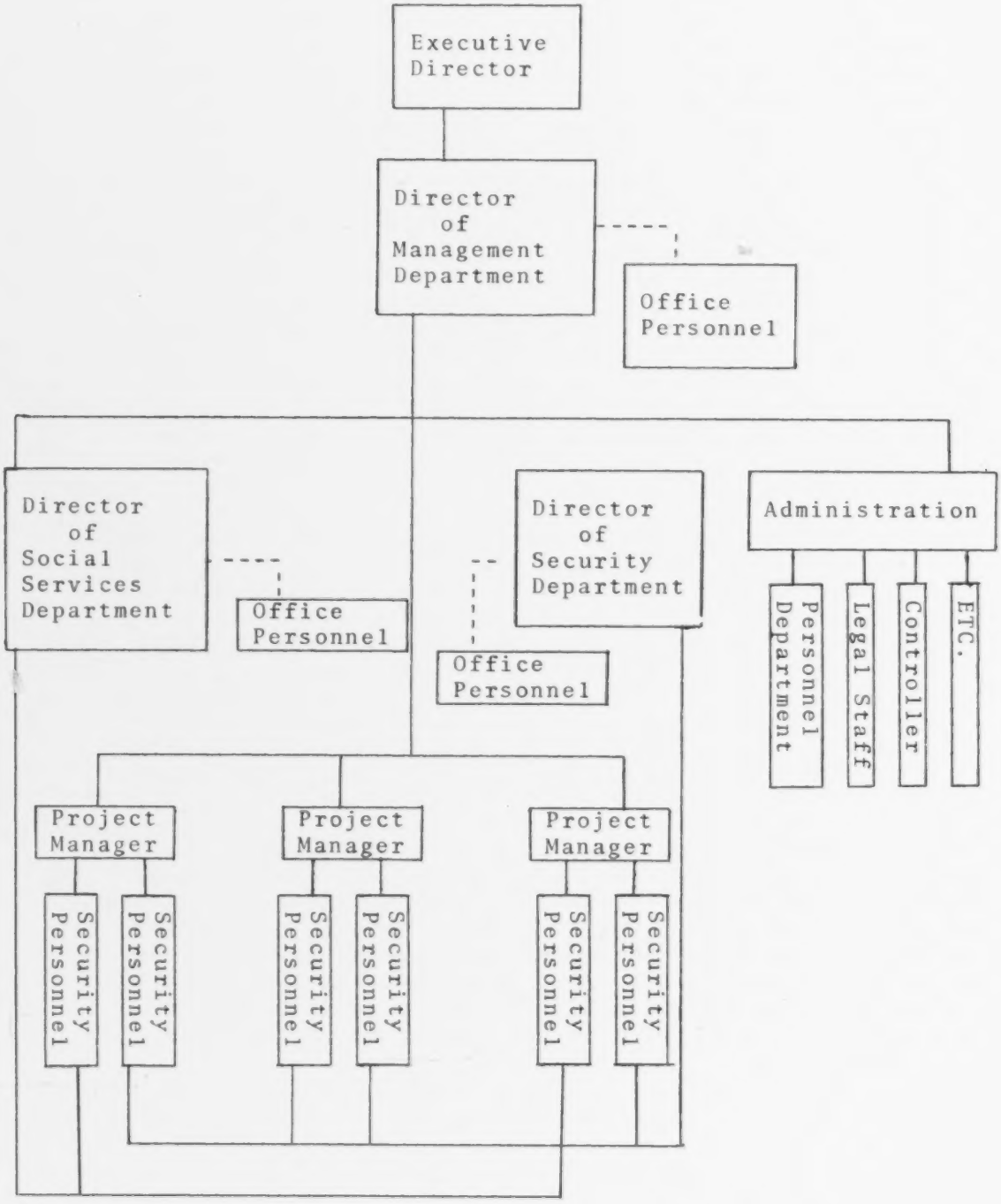
* We are not suggesting that this should not exist. We merely suggest that these issues be considered in terms of developing priorities for a training program.

ORGANIZATIONAL CHART I - ADMINISTRATIVE STRUCTURE



2. Functional structure (see Organizational Chart II)

This is an organizational structure of independent sub-systems based on the function that they perform. Each sub-system is organizationally equal. Here the problem of professional loyalty is not alleviated, but redefined. The problem inherent with this structure is of another nature. In the preceding case there was the possibility of role conflict, there was at least administrative integrity at the project level. With this structure, however, that is not the case. Project managers will not be given the responsibility of regulating and officiating over activities in his project though he will be held accountable for activities in the project. This can only be defined as a deterrant toward the development of a security system in this kind of local housing structure.

A plus for this structure is that external agencies would be mandated to deal with local housing authority security department personnel around issues of security.

There is another kind of problem which becomes evident with this kind of structure. In the event of disagreement between departments, the ultimate mediator or supervisor for such disagreement is the executive director. This may or may not be an idealistically sound way of getting at these kinds of problems. But one thing is certain, organizationally it is a problem in that the time constraints and other administrative responsibilities of the executive director most likely would not allow him to deal in detail with the majority of these problems.

It should be clear that we are not recommending a comprehensive organizational structure change for any housing authority. However, it is necessary that each person concerned with developing a security program understand the total housing authority organizational structure in which the security program is to be developed. In this manner problems can be anticipated and provisions for the solutions to these problems can be built into the security system.

We have identified three elements of an effective security system which remain constant throughout all models of organizational structures. They are:

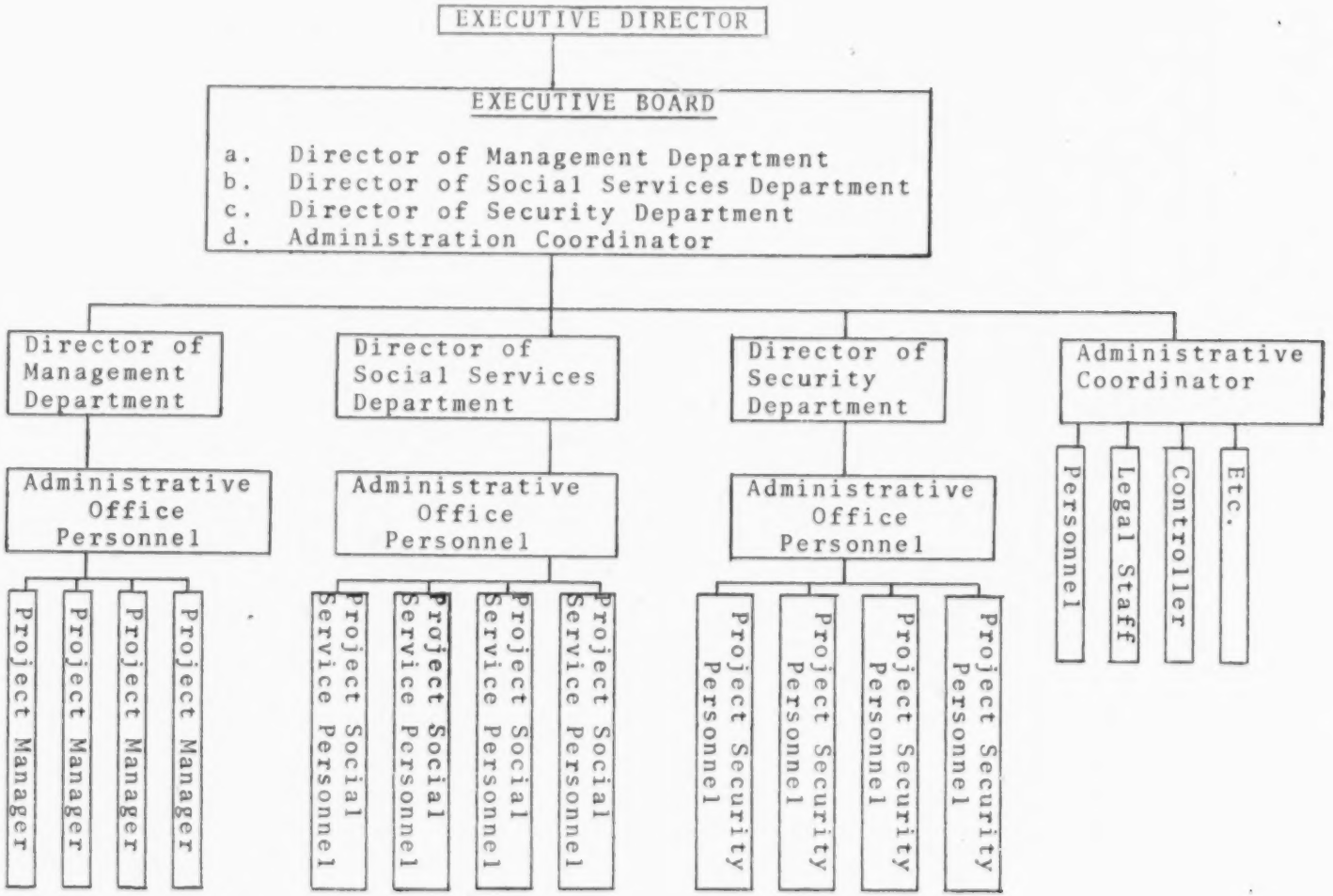
1. a close working relationship with the municipal police (on whatever level the organizational structure provides)

2. a very high degree of resident involvement - from employment to volunteer services.

3. a close and effective relationship with other divisions within the local housing authority.

Without these conditions, it will be difficult for any organizational structure to implement a sound security program.

ORGANIZATIONAL CHART II - FUNCTIONAL STRUCTURE



CHAPTER III

LOCAL HOUSING AUTHORITY

SECURITY DEPARTMENT

CAREER LADDER

LOCAL HOUSING AUTHORITY SECURITY DEPARTMENT
CAREER LADDER

The career ladder concept is valuable in developing a security system composed of para-professional personnel. Every attempt must be made to avoid the traditional error of creating "dead-end jobs" for para-professionals. The following career ladder chart represents a way of structuring a security system which addresses the security needs of local housing authorities while offering career opportunities both within and beyond the security system.*

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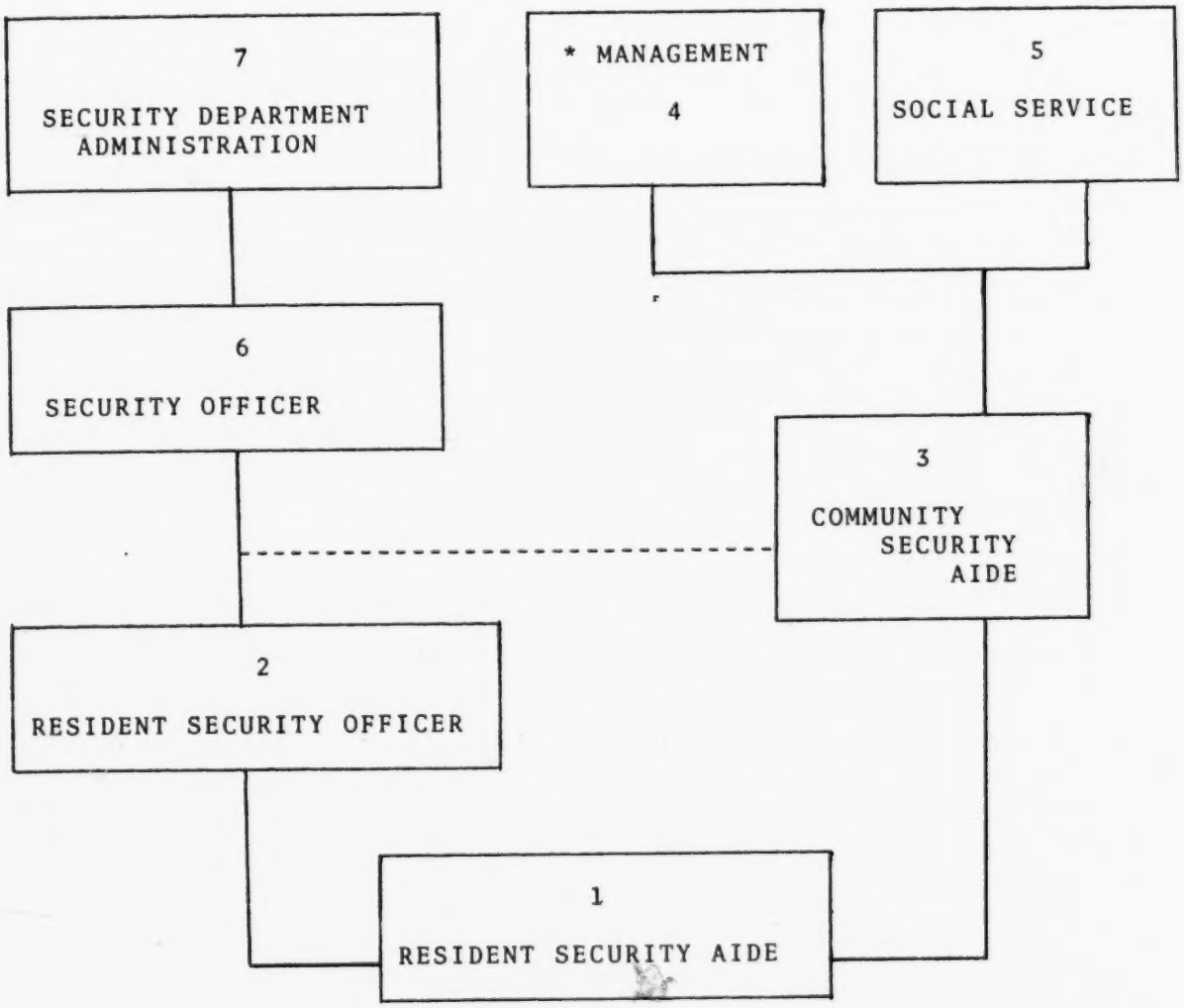
* In the following explanation of the career ladder chart please note that the numbers (1 through 7) refer to and correspond with the numbered positions on the career ladder chart. This is not an organization chart (see Chapter VI). We are now beginning to look at possibilities of employing para-professionals in a system wherein they might realize a career.

CAREER LADDER CHART



NOTE: Consider title "Order Maintenance Force" as alternative to "Resident Force".

* See: Curricula and Training Techniques for Training of Para-Professional Employees of Public Housing; "The Career Ladders", prepared by the Center for Social Policy and Community Development of the School of Social Administration, Temple University for further detailed information.

Explanation: Career Ladder Chart

We are now in the beginning stages of defining job titles, job roles and job responsibilities.

1. Resident Security Aide

This is the entry level position. The duties will be equally distributed in two subject areas.

a. Program Development

This area deals with basic principles of community organization, program planning and program development. The programs will deal with security concerns. A resident security aide might be responsible for organizing a series of open-house or block (street) affairs with the major objective being that residents become aware of who their neighbors are. In this manner strangers and intruders are more easily identifiable.

b. Order Maintenance Procedures

Functionally, these responsibilities for this position will translate as a monitoring or reporting duty. The resident security aide will not be given major responsibility for investigating crime and apprehending criminals. However, the Resident Security Aide will be given basic training in these procedures. The purpose is that the Resident Security Aide maintain a comprehensive perspective of the system within which he will be working. This is not a police position. The responsibilities will be basically the same as those of any true citizen, namely to report a crime to the police, report suspicious events or situations that are suspected to be embryonic to criminal activity and assist investigating officers by giving them whatever pertinent information that they (resident security aides) may have.

It is essential that this position be held by a resident and it is recommended that he be allowed to work in his own project/development. However, this is not to be conceived of as an absolute necessity.

2. Resident Security Officer

This is the first level position which begins to have a major focus on the duties, responsibilities and procedures involved in the investigation of crime and apprehension of criminals. Program planning and development will be a part of the job description but with minor emphasis.

It may not be either feasible, or wise to mandate that this position be filled by a resident of the same development in which he lives. It is suggested that the selection process here should carefully consider specific personnel, their relationship to the community and their ability to effectively relate to people in the community.

3. Community Security Aide

The major emphasis for this level position is program planning and development (around concerns of security). Very minor emphasis will be given to procedures, duties and responsibilities of criminal investigation and apprehension. It is further suggested that this position, because of its focus, be an entrance into the management/social service career ladder. This is not to be understood as a necessary pre-requisite to that career ladder, but rather an alternative way of entering that system.

4. Management

It is suggested that personnel in the position of community security aide might move from there into the management career sequence developed in the master document. Point of entry in this sequence may be determined in accordance with the individual's competence, i.e. The employee will not necessarily have to enter at the "Management Aid II" level.

5. Social Service

It is suggested that personnel in the position of community security aide might move from there into the social service career sequence developed in the master document. As in the preceding paragraph, similar skills and duties will allow this. Point of entry into this sequence may be determined in accordance with the individual's competence and/or interest, i.e. the employee

will not necessarily have to enter at the "Homemaker" level.

6. Security Officer

This is the professional police officer position whose major concern is order maintenance and law enforcement. Minimal concern is maintained here for program development and planning. Supervisory responsibilities for the resident security officer may represent the extent of involvement in program planning and development.

7. Security Department Administration

These positions represent the operationalizing and policy-making body of the security system. Duties and responsibilities will include all aspects of the security system.

NOTE: See Curricula and Training Techniques for the Training of Para-Professional Employees of Public Housing Authorities: "The Career Ladders", prepared by the Center for Social Policy and Community Development of the School of Social Administration of Temple University, under contract with the U.S. Department of Housing and Urban Development, pp vii and 59.

CHAPTER IV

PUBLIC HOUSING SECURITY DEPARTMENT

ORGANIZATIONAL STRUCTURES

The preceding career ladder structure has implications for the organizational structure of the security department. Though there are many alternatives that might be presented here, we are suggesting that there are two major factors which will determine the priority of one system over the other.

The first consideration is the number of personnel hired in the security department. If an authority is large then separation of responsibilities in the security system may be possible. It means that jobs in the security department can be more specifically defined. The Security Officer would have more time to deal with techniques and procedures of "order maintenance". Community security officers would be able to utilize the majority of their time working with the community. However, if the local housing authority is small, then the different aspects of the security system would become the function of the same employee.

The second consideration regardless of staffing patterns, is the degree of emphasis placed on separating the program development and order maintenance elements of a security program. A decision, must be made with respect to how separate the resident security force should be from the "professional" (police) security force. Should security officers have supervisory and administrative (in terms of planning, evaluation and program development) responsibilities over community security aides? Or, should the relationship between the two be more functional than administrative?

We differentiate between functional and administrative relationships as follows:

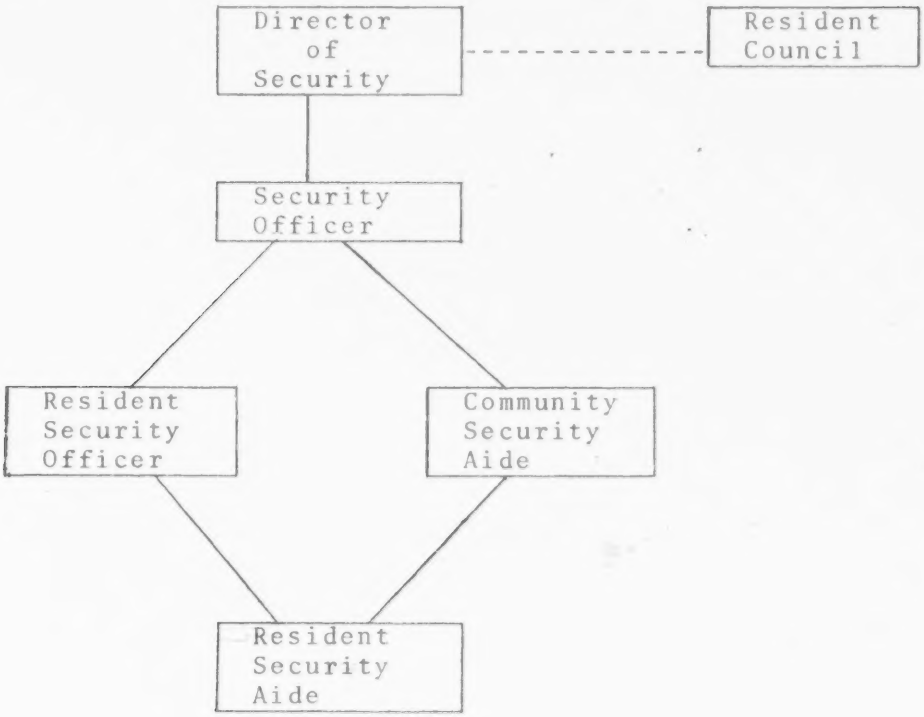
1. "functional relationship" - a natural one which develops as two or more persons perform their separate but related tasks.

2. "administrative relationship" - one which is mandated by policy and involves supervisory responsibilities.

Following are representations of these two kinds of differences.

PUBLIC HOUSING SECURITY DEPARTMENT
ALTERNATIVE ORGANIZATIONAL STRUCTURES

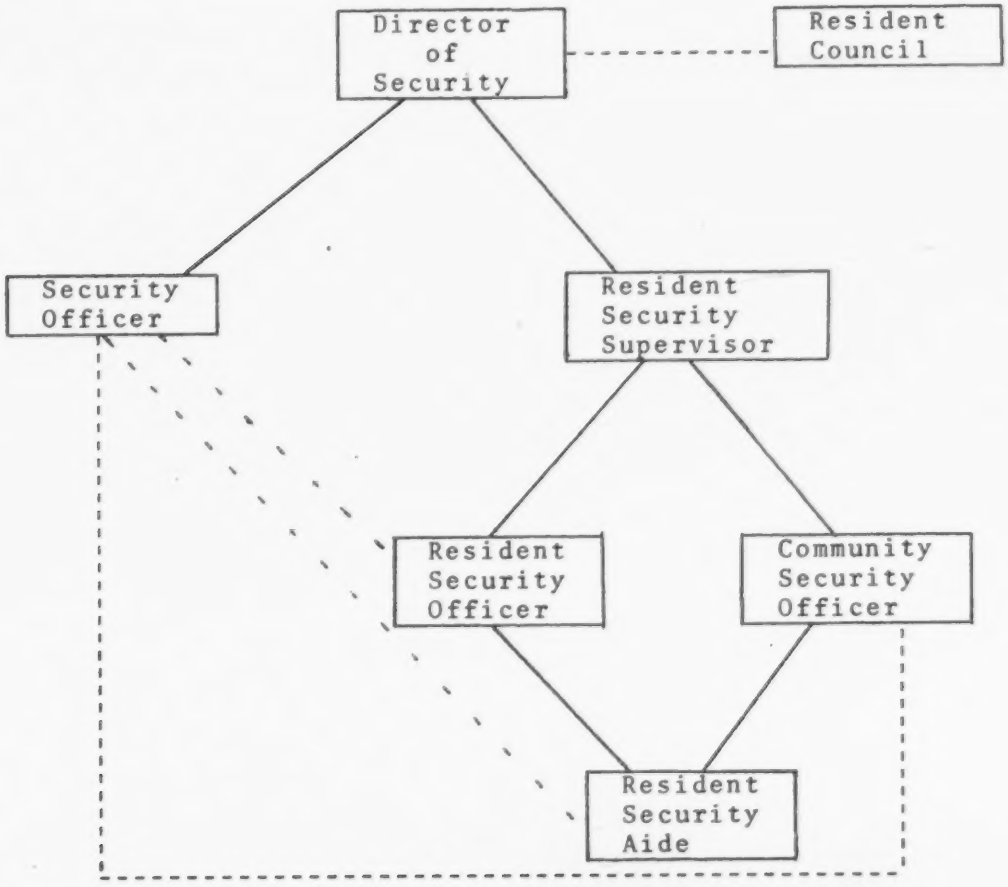
A.



In a smaller authority it is feasible to have the entire resident security force (resident security aide, resident security officer, community security aide) coordinated and supervised by the "professional security officer--those qualified policemen certified and commissioned by state and/or municipal authorities. However, caution must be taken to insure that the security officer does not nullify the functions of the resident security force, i.e. community and program development within the community around concerns of security.

PUBLIC HOUSING SECURITY DEPARTMENT
ALTERNATIVE ORGANIZATIONAL STRUCTURES

B.



This is probably the more ideal of the two structures. The separation between police (order maintenance) functions and community functions has clearly been made. The relationship between the security officer and personnel in the resident force is functional as opposed to administrative.

This is not to suggest that these are the only structures for a security department in a local housing authority. We are suggesting, however, that regardless of the organizational structure, effective implementation requires resolution of the issues surrounding the relationship between the security officer and the resident force.

PART TWO

CHAPTER		PAGE
V	JOB DESCRIPTIONS, TRAINING NEEDS AND CURRICULA	25
.....	Resident Security Aide	26
.....	Resident Security Officer	34
.....	Security Officer	43
.....	Community Security Aide	52

Now that we have developed the possible environments for a total security system, developed the career ladder concepts for the system, developed the security department organization from the career ladder concepts while simultaneously beginning to identify job titles, roles and responsibilities, it is necessary that we become more specific with regard to actual duties and responsibilities of these jobs.

This section includes job descriptions which reflect the ideas used for career ladder development. These job descriptions may or may not respond to those which may be developed in other local housing authorities. However, it is the process of creating them which is important to comprehend.

The next step in the process is to translate responsibilities and duties into job descriptions. Once adequate job descriptions are obtained, we must identify what the para-professional brings to the job and what the job description mandates. These items become defined as training needs--what the para-professional will have to know to be able to do the job effectively.

Finally, these training needs become translated into content items for the curricula.

The following section contains job descriptions, training needs and curricula for each of the following positions:

1. Resident Security Aide

2. Resident Security Officer

3. Security Officer

4. Community Security Aide

RESIDENT SECURITY AIDE - JOB DESCRIPTION

A. Job Analysis

1. Nature of Work

a. Assist security officer personnel and other resident security personnel in organizing residents, planning and implementing programs around concerns of security

b. Assists in the interpretation of security programs to the residents and the identification and articulation of security concerns of residents to the security division of the local housing authority.

2. Duties to be performed

a. To assist in identifying and articulating to the Security Department the security concerns of the residents

b. To assist in the organization of resident groups for the support of security programs

c. To assist in implementing community based security programs

d. To interpret the security program(s) to the residents

e. To make verbal and written reports to supervisors.

3. Skills required

a. Ability to meet and get along with people

b. Basic reading and writing skills

c. Ability to learn program development skills

d. Ability to engender participation and interest from the residents for the security program

e. Ability to identify problems in security and recommend solutions.

f. Ability to understand the organizational structure, function and purpose of the Public Housing Authority

g. Ability to utilize resources to their maximum effectiveness.

4. Level of skill required

a. Ability to read, comprehend and write reports

b. Ability to translate security needs into programmatic plans of action and to be able to advocate those programs through written and verbal communication

c. Ability to recognize the need for local initiative and local responsibility in planning programs around security concerns as well as being able to recognize the need for close guidance and supervision; and to be able to recognize the points in time when one method should be used over the other

d. Ability to understand the organizational structure, functions and purpose of the Public Housing Authority and to be able to develop plans and programs consistent with goals of the agency.

5. Supervision

a. The resident security aide will be supervised according to the structure of the local housing authority and, subsequently, the security division of the local housing authority. (See sections on "Public Housing Security Department Alternative Organizational Structures" and "The Public Housing Authority's Organizational Structure").

B. Job Specifications

1. Attitudes

a. Respect for individual resident's rights

b. Respect for the purpose of the Public Housing Authority and interest in directly serving that purpose

c. Interest in assisting residents' organizations and groups in planning and organizing community programs to serve security needs

d. Openness to alternative solutions to problems

e. Willingness to accept supervision

f. Willingness to accept some supervisory responsibilities

g. Desire to learn new skills

h. Willingness to work afternoons and evenings

2. Experience

a. Residents of Public Housing will be given preference

b. Involvement in community organizations and programs

3. Education

Completion of the 10th grade or its equivalent

4. Health

a. Good physical condition

b. Ability to stand and walk for long periods of time.

Resident Security Aide

(Training Needs)

1. Understanding of security department policy and program
2. Understanding basic community organization skills
3. Understanding of basic program development skills
4. Understanding of report writing skills
5. Understanding of communication skills
6. Ability to identify security problems
7. Understanding of basic polic practives
8. Understanding of local housing authority organizational structure
9. Understanding resident's needs.

RESIDENT SECURITY AIDE

LHA ORIENTATION

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
History, Philosophy and Organization of LHA	1	Lecture and Discussion	Some knowledgeable employee of the LHA(preferably of administrative staff) who is able to deliver this kind of information in a comprehensible manner.	The employee will need to know how and why the LHA has developed to the point of his entry into the system. This should assist the employee in understanding his role in the system.
The Security Force a) Philosophy and History	2	Lecture and Discussion	An employee in the LHA security division who is knowledgeable with this information and able to deliver it in a comprehensible manner.	To provide the employee with an understanding of security as a comprehensive concept which involves the total community.
b) Organization	3	Lecture, Discussion and Demonstration		To provide the employee with an understanding of his specific role and place in the security system of LHA.

THE POLICE PROFESSION

History, Philosophy and Organization of local, municipal police force	4	Lecture and Discussion	An employee of the municipal police system - preferably one involved in training - and an employee of the LHA security force.	The Resident Security Aide will need to know how and why the municipal police force has developed to this point with special emphasis on the relationship of the municipal police to the LHA security division. This should assist the employee in understanding his relationship to the police and to the LHA.

RESIDENT SECURITY AIDE

THE POLICE PROFESSION

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Basic skills in self defense	5	Lecture and Discussion Demonstration	An employee of the municipal police system preferably one involved in training.	To provide employee with basic skills of self-protection such that he or she might be able to move among the residents, meet with them in different places at night as well as day without trepidation. Also this will provide a beginning understanding of the responsibility connected with the use of certain "police" tactics.

WORKING WITH GROUPS

Youth and their problems	6	Lecture, Case Studies and Role Play	A social services delivery person experienced in dealing with the problems of youth.	To provide the employee with an understanding of how to identify assess and list in order of priority the problems of youth. To provide employee with understanding of how to begin moving in the direction of program planning as a method of problem resolution.
Human relations training	7	Lecture, Case Studies, role play	A social services delivery person experienced in human relations training and group dynamics.	To provide employee with a beginning understanding of how people behave and react in certain situations.
Group Dynamics	8			

RESIDENT SECURITY AIDE

WORKING WITH GROUPS

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Bringing People Together	9	Lecture, Case Studies, role play	An employee experienced in dealing with groups.	To provide employee with an understanding of 1)how to structure a group around program issues 2)how to be a resource person to the group such that the group can begin to make initial decisions 3)how to effectively gain the kind of respect of the group which accompanies the leadership role.
Getting a Group Functioning	10			
Leading a Meeting	11			
Developing Group Goals	12			

COMMUNICATION SKILLS

Report writing techniques	13	Lecture and Demonstration	An employee of the security division who is experienced in the record keeping techniques required of security personnel.	To provide employee with an understanding of the techniques and importance of records keeping. To provide employee with a familiarization of the forms and records used in his particular job.
Record keeping techniques	14			
Keeping community resources and technical assistance files	15			

PROGRAM DEVELOPMENT

Problem Identification	16	Lecture, Case Studies, role play	An employee experienced in working with groups with a background in program development and/or planning.	To provide employee with an understanding of the process involved in moving from the assessment of issues to the achievement of goals via program planning and development.
Planning and Goal Setting	17			
Selecting Issues around which to organize and plan	18			
Exploring Alternatives	19			
Making Decisions	20			

RESIDENT SECURITY AIDE

PROGRAM DEVELOPMENT

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Technical Assistance	21	Lecture, Demonstration and role play	An employee experienced in working with groups in the community and using community resources.	To provide employee with an understanding of how and when to seek technical assistance and how he might be able to utilize resources in the community in this manner.
Community Resources	22			

RESIDENT SECURITY OFFICER - JOB DESCRIPTION

A. Job Analysis

1. Nature of Work

a. To assist security officer personnel and other resident security personnel in organizing residents and planning and implementing programs around security concerns

b. To assist security officer personnel in the maintenance of order and the deterrence of criminal activity. This includes assisting in the identification and apprehension of criminals

c. To interpret security programs to the residents and identify and articulate security concerns of residents to the security division of the local housing authority.

2. Duties to be performed

a. To assist security officer personnel in patroling and police duties within the local housing authority community in accordance with regulations set by the governing bodies of the local municipal police and the local housing authority

b. To assist in the supervision of residents security aide personnel

c. To assist in the organization of residents groups for the support of the security division and its programs

d. To assist in implementing community-based security programs

e. To maintain a liaison position between the residents and the security division, interpreting each other's needs, and translating those needs into programs.

f. To assist the maintenance department by identifying maintenance problems that may be translated as security problems, e.g. inoperable locks, broken or vandalized doorways, broken or missing light bulbs in commonways, etc.

g. To make verbal and written reports to supervisors.

3. Skills required

a. Ability to meet and get along with people

b. Basic reading and writing skills

c. Ability to learn program development skills

d. Ability to identify security problems and recommend solutions

e. Ability to understand organizational structure, function and purpose of local housing authority

f. Ability to utilize resources to their maximum effectiveness

g. Ability to use authority effectively.

4. Level of skills required

a. Ability to meet minimum requirements of local and/or state authorities re: certification and/or commissioning of office

b. Ability to read, comprehend and write reports

c. Ability to translate security needs into programmatic plans of action and be able to advocate those programs through written and verbal communications.

d and e. (same as Security Officer - Job Description under this heading, see page 45)

f. Ability to understand his role as an assistant to the local housing authority security officer and how that relates to the role of the municipal police; ability to understand the limitations of that role in accordance with state, local and local housing authority regulations.

g and h. (same as Security Officer - Job Description under these headings, see page 45)

5. Supervision

a. (same as Security Officer - Job Description under this heading)

b. The resident security officer will have supervisory responsibility for the resident security aide.

B. Job Specifications

1. Attitudes

(same as section for Resident Security Aide under this heading)

2. Experience

a. Resident of public housing will be given preference

b. Minimum requirement of 1 year's experience as a resident security aide or equivalent

3 and 4. (same as resident security aide under these headings)

Resident Security Officer

(Training Needs)

1. Advanced techniques in maintenance of order, crisis orientation skills and crime prevention skills
2. Understanding of security department policy and program
3. Understanding of basic community organization skills
4. Advanced program development skills
5. Report writing skills
6. Advanced communication skills
7. Basic supervisory skills
8. Problem solving skills--identification of security problems and working toward solutions
9. Understanding of local housing authority organizational structure

RESIDENT SE TY OFFICER

LHA ORIENTATION

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
History, Philosophy and Organization of LHA	1	Lecture and Discussion	Some knowledgeable employee of the LHA(preferably of administrative staff) who is able to deliver this kind of information in a comprehensible manner.	The employee will need to know how and why the LHA has developed to the point of his entry into the system. This should assist the employee in understanding his role in the system.
The Security Force a) Philosophy and History	2	Lecture and Discussion	An employee in the LHA security division who is knowledgeable with this information and able to deliver it in a comprehensible manner.	To provide the employee with an understanding of security as a comprehensive concept which involves the total community.
b) Organization	3	Lecture, Discussion and Demonstration		To provide the employee with an understanding of his specific role and place in the security system of LHA.

THE POLICE PROFESSION

History, Philosophy and Organization of local, municipal police force	4	Lecture and Discussion	An employee of the municipal police system - preferably one involved in training - and an employee of the LHA security force.	To provide employee with information re: how the municipal police force has developed with special emphasis on the relationship of the municipal police to the LHA security division.
Patrol Techniques	5	Lecture, Demonstration	An employee of the municipal police system - preferably one involved in training - and an employee of the LHA security force.	To provide employee with skills necessary to perform the technical aspects of patrolling public housing development.
Baton training	6	Lecture, Demonstration	An employee of the municipal police system - preferably one involved in training - and an employee of the LHA security force.	To provide employee with understanding of the use of the 26 inch baton.

RESIDENT SECURITY OFFICER

THE POLICE PROFESSION

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Self-Defense	7	Lecture, Demonstration	An employee of the municipal police system - preferably one involved in training and an employee of the LHA security force.	To provide employee with spontaneous skill in the use of basic restraint holds.
Legal Training	8	Lecture, Demonstration	An employee of the municipal police system - preferably one involved in training and an employee of the LHA security force.	To provide employee with a thorough understanding of his legal limitations, right of arrest and use of force that they possess as an employee in this security system.
Family Crisis Intervention	9	Lecture, Case Studies, role play, demonstration	An employee of the municipal police force or an employee of the LHA security force and a social worker.	To provide employee with skills in dealing with crisis type situations particularly in a family situation. Major emphasis here is placed on being able to simultaneously decrease violence and assist those involved in the crisis in dealing with their own problems.
Administration of Justice Systems	10	Lecture, Case studies	A member of municipal police training team and/or an employee in the administration of justice system (as a lawyer, court clerk, judge etc.)	To provide employee with a thorough understanding of the operations of the administrstion of justice system in his city or town.

RESIDENT SECURITY OFFICER

WORKING WITH GROUPS

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Human Relations Training	11	Lecture, Case Studies, role play	A social services delivery person experienced in human relations training and group dynamics.	To provide employee with understanding of how people react and behave in certain situations with specific emphasis on group interaction.
Group Dynamics	12			
Youth and their Problems	13	Lecture, Case Studies, role play	A social services delivery person experienced in dealing with the problems of youth.	To provide employee with understanding of how to identify, assess and list in order of priority the problems of youth.
Bringing People Together	14	Lecture, Case Studies, role play	An employee experienced in dealing with groups.	To provide employee with an understanding of 1)how to structure a group around program issues. 2)how to be a resource person to the group while simultaneously developing group independence. 3)how to effectively gain the kind of respect of the group which accompanies the leadership role.
Getting a Group Functioning	15			
Developing Group Goals	16			
Leading a Meeting	17			

PROGRAM DEVELOPMENT

Problem Identification	18	Lecture, Case Studies, role play	An employee experienced in working with groups with a background in program development and/or planning.	To provide employee with an understanding of the process involved in moving from the assessment of issues to the achievement of goals via program planning and development.
Planning and Goal Setting	19			
Selecting Issues Around which to Organize and Plan	20			
Exploring Alternatives	21			
Making Decisions	22			

RESIDENT SECURITY OFFICER

PROGRAM DEVELOPMENT

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Technical Assistance	23	Lecture, Demonstration, role play	An employee experienced in working with goups in the community and using community resources.	To provide employee with an understanding of how and when to seek technical assistance and how he might be able to utilize resources in the community in this manner.
Community Resources	24			

SUPERVISORY SKILLS

What is supervision?	25	Lecture, Case Studies, role play	An employee experienced in supervisory techniques	To provide employee with an understanding of the skills necessary to become an effective supervisor. This will deal with one to one supervision as well as supervision of group activities.
Developing a work plan for supervisors	26			
Making effective use of time	27			
Assigning roles and responsibilities clearly	28			

COMMUNICATION SKILLS

Report writing techniques	29	Lecture and Demonstration	An employee of the security division who is experienced in the record-keeping techniques required of security personnel.	To provide employee with an understanding of the techniques and importance of record-keeping. To provide employee with a familiarization of the forms and records used in his particular job.
Record Keeping techniques	30			
Keeping Community Resource and Technical Assistance files	31			
Evaluation forms and reports for supervisors.	32			

RESIDENT SECURITY OFFICER

SPECIFIC INFORMATION

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Identification of Maintenance problems in terms of security problems. ex.electrical system, plumbing system, physical structure of buildings, household equipment, security systems	33	Lecture and Discussion	An employee of the security division and an employee of the maintenance division of the LHA.	To provide employee with a clearly defined relationship between maintenance and security problems and issues.
Red Cross, First Aid and Heart Attack Training	34	Lecture, Demonstration, role play	An employee of some health installation experienced in first aid and heart attack training.	To provide employee with basic skills in first aid and emergency treatment skills for coronary attack.

SECURITY OFFICER - JOB DESCRIPTION

A. Job Analysis

1. Nature of Work

a. To maintain order in and around local housing authority grounds. This includes involvement in crime prevention programs as well as identifying and apprehending criminals

b. To maintain liaison responsibilities with the local municipal police (precincts)

c. To supervise personnel in the resident security force in the areas of planning, development, and organization of programs dealing with security concerns

d. To keep the executive director of the security department informed of the programs and activities of the resident and the security officer forces.

2. Duties to be performed

a. To patrol and perform all police duties for the local housing authority community within the limits set by the governing bodies of the local municipal police and the local housing authority

b. To supervise personnel in the resident security force in the areas of planning, development and organization of programs dealing with security programs

c. To organize (through the resident security force) resident groups for the support of the security division and its programs

d. To assist in implementing community based security programs

e. To maintain liaison responsibilities with the local municipal police (precincts)

f. To assist the maintenance department by identifying, during his regular tour of duty, maintenance problems that may be translated as security problems, e.g. inoperable locks, broken or vandalized doorways, broken or missing light bulbs in commonways

g. To make verbal and written reports to supervisors.

3. Skills required

a. Ability to meet minimum requirements of local and/or state authorities re: certification and/or commissioning of officers

b. Ability to meet and get along with people

c. Basic reading and writing skills

d. Ability to learn program development skills

e. Ability to identify problems in security and recommend solutions

f. Ability to understand the organization structure, function and purpose of the local housing authority

g. Ability to utilize resources to their maximum effectiveness

h. Ability to use authority effectively.

4. Level of skills required

a. Ability to meet minimum requirements of local and/or state authorities re: certification and/or commissioning of officers

b. Ability to read, comprehend and write reports

c. Ability to translate security needs into programmatic plans of action and to be able to advocate those programs through written and verbal communications

d. Ability to recognize the need for local initiative and local responsibility in planning programs around security concerns as well as being able to recognize the points in time when one method should be used over the other

e. Ability to plan security programs that will be in accordance with the limitations set by the general philosophy, purpose, function and organizational structure of the local housing authority

f. Ability to understand his role as a local housing authority security officer and how that relates to the role of the municipal police; ability to understand the limitations of that role according to state, local and local housing regulations

g. Ability to engender interest and participation from residents for the security program

h. Ability to properly, responsibly and maturely exercise the authority which accompanies this position.

5. Supervision

a. The security officer will be supervised in accordance with the organizational structure of the local housing authority and subsequently, the organizational structure of the security division of the local housing authority (see sections of "Public Housing Security Department Alternative Organizational Structures", and the "Public Housing Authority's Organizational Structure")

b. The security officer will have supervisory responsibilities for the resident security force.

B. Job Specifications

1. Attitudes

a. Respect for individual resident's rights

b. Respect for the purpose of the Public Housing

Authority and interest in directly serving that purpose

c. Interest in assisting residents' organizations and groups in planning and organizing community programs to serve security needs

d. Openness to alternative solutions to problems

e. Willingness to accept supervision

f. Willingness to accept some supervisory responsibilities

g. Desire to learn new skills

h. Willingness to work afternoons and evenings.

2. Experience

a. Residents of public housing will be given preference

b. Minimum requirement of 1 year's experience as a resident security officer or two years experience in security or law enforcement work.

3. Education

Completion of the 10th grade or its equivalent

4. Health

a. Good physical condition

b. Ability to stand and walk for long periods of time.

Security Officer

(Training Needs)

1. Completion of police academy or whatever other kind of course is required for the certification or commissioning of police officers
2. Understanding of security department policy and program
3. Understanding the relationship of this position to the municipal police
4. Understanding community organization skills
5. Working knowledge of program development skills
6. Working knowledge of communication skills
7. Working knowledge of supervisory skills
8. Working knowledge of problem solving skills--specifically, the identification of security problems and working toward solutions via program development, etc.
9. Understanding of local housing authority organizational structure.

SECURITY OFFICER

LHA ORIENTATION

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
History, Philosophy and Organization of LHA	1	Lecture and Discussion	Some knowledgeable employee of the LHA (preferably of administrative staff) who is able to deliver this kind of information in a comprehensible manner.	The employee will need to know how and why the LHA has developed to the point of his entry into the system. This should assist the employee in understanding his role in the system.
The Security Force a) Philosophy and History	2	Lecture and Discussion	An employee in the LHA security division who is knowledgeable with this information and able to deliver it in a comprehensible manner.	To provide the employee with an understanding of security as a comprehensive concept which involves the total community.
b) Organization	3	Lecture, Discussion and Demonstration		To provide the employee with an understanding of his specific role and place in the security system of LHA.

THE POLICE PROFESSION

Police Practice This will include all aspects of techniques and procedures involved in the successful and effective performance of police duties/responsibilities.	4		The local police academy or whatever agent or agency is responsible for the training of the local municipal police force.	To provide the employee with skills necessary to adequately perform the total function and duties of a policeman.

SECURITY OFFICER

WORKING WITH GROUPS

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Human Relations Training --- Group Dynamics	5 --- 6	Lecture, Case Studies, role play	A social services delivery person experienced in human relations training and group dynamics.	To provide employee with understanding of how people react and behave in certain situations with specific emphasis on group interaction.
Youth and their Problems	7	Lecture, Case Studies, role play	A social services delivery person experienced in dealing with the problems of youth.	To provide employee with understanding of how to identify, assess and list in order of priority the problems of youth.
Bringing People Together	8	Lecture, Case Studies, role play	An employee experienced in dealing with groups.	To provide employee with an understanding of 1)how to structure a group around program issues. 2)how to be a resource person to the group while simultaneously developing group independence. 3)how to effectively gain the kind of respect of the group which accompanies the leadership role.
Getting a Group Functioning	9			
Developing Group Goals	10			
Leading a Meeting	11			

PROGRAM DEVELOPMENT

Problem Identification	12	Lecture, Case Studies, role play	An employee experienced in working with groups with a background in program development and/or planning.	To provide employee with an understanding of the process involved in moving from the assessment of issues to the achievement of goals via program planning and development.
Planning and Goal Setting	13			
Selecting Issues Around which to Organize and Plan	14			
Exploring Alternatives	15			
Making Decisions	16			

SECURITY OFFICER

PROGRAM DEVELOPMENT

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Technical Assistance	17	Lecture, Demonstration, role play	An employee experienced in working with groups in the community and using community resources.	To provide employee with an understanding of how and when to seek technical assistance and how he might be able to utilize resources in the community in this manner.
Community Resources	18			

SUPERVISORY SKILLS

What is supervision?	19	Lecture, Case Studies, role play	An employee experienced in supervisory techniques.	To provide employee with an understanding of the skills necessary to become an effective supervisor. This will deal with one to one supervision as well as supervision of group activities.
Developing a work plan for supervisors	20			
Making effective use of time	21			
Assigning roles and responsibilities clearly	22			

COMMUNICATION SKILLS

Report writing techniques	23	Lecture and Demonstration	An employee of the security division who is experienced in the record-keeping techniques required of security personnel.	To provide employee with an understanding of the techniques and importance of record keeping. To provide employee with a familiarization of the forms and records used in his particular job.
Record Keeping techniques	24			
Keeping Community Resource and technical assistance files	25			
Evaluation forms and reports for supervisors.	26			

SECURITY OFFICER

SPECIFIC INFORMATION

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Identification of Maintenance problems in terms of security problems. ex. electrical system, plumbing system, physical structure of buildings, household equipment, security systems	27	Lecture and Discussion	An employee of the security division and an employee of the maintenance division of the LHA.	To provide employee with a clearly defined relationship between maintenance and security problems and issues.
Red Cross, First Aid and Heart Attack Training	28	Lecture, Demonstration, role play	An employee of some health installation experienced in first aid and heart attack training.	To provide employee with basic skills in first aid and emergency treatment skills for coronary attack.

COMMUNITY SECURITY AIDE - JOB DESCRIPTION

A. Job Analysis

1. Nature of Work

a. To plan and develop programs to meet the security needs of the community

b. To organize residents around concerning security

c. To coordinate similar efforts of other departments within the local housing authority or other social service agencies in the community with those of the security department under the supervision of the security officer.

2. Duties to be performed

a. To organize resident groups for the support of the security division and its programs

b. To plan and implement (along with residents) community based security programs

c. To maintain a liaison position between the residents and the security division, interpreting each others needs, and translating those needs into programs

d. To assist in the supervision of resident security aide personnel

e. To coordinate similar efforts of other departments within the local housing authority or other social service agencies in the community with those of the security department

f. To make verbal and written reports to supervisors.

3. Skills required

a. Ability to meet and get along with people

b. Basic reading and writing skills

c. Ability to learn advanced program development skills

d. Ability to learn advanced community organization skills

e. Ability to identify security problems and recommend solutions

f. Ability to understand organizational structure, function and purpose of local housing authority

g. Ability to utilize resources to their maximum effectiveness

h. Ability to use authority effectively

4. Level of skills required

a. Ability to read, comprehend and write reports

b. Ability to engender interest and participation in residents for the security programs

c, d and e. (same as security officer - job description under these headings, see page)

f. Ability to understand the functions and purposes of other local housing authority departments and other social service agencies such that their similar efforts might be coordinated to those of the security department to lend support to it.

5. Supervision

a. The community security officer will be supervised according to the structure of the local housing authority and, subsequently, the structure of the local housing authority security department (see sections on "Public Housing

Security Department Alternative Organizational Structures" and "The Public Housing Authority's Organizational Structure")

b. The community security officer will assist in supervising activities of the resident security aide.

B. Job Specifications

1. Attitudes

(same as resident security aide - job description under this heading, see page)

2. Experience

a. Residents of public housing will be given preference

b. One year's experience as resident security aide or equivalent involvement in community organizations and programs.

3. Education

Completion of 10th grade or its equivalent

4. Health

a. Good physical condition

b. Ability to stand and walk for long periods of time.

Community Security Aide

(Training Needs)

1. Understanding of security department policy and program
2. Understanding of basic community organizational skills
3. Advanced program development skills
4. Advanced communication skills
5. Report writing skills
6. Basic supervisory skills
7. Problem solving skills--identification of security problems and working toward solutions
8. Understanding of local housing authority organizational structure

COMMUNITY SECURITY AIDE

LHA ORIENTATION

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
History, Philosophy and Organization of LHA	1	Lecture and Discussion	Some knowledgeable employee of the LHA(preferably of administrative staff) who is able to deliver this kind of information in a comprehensible manner.	The employee will need to know how and why the LHA has developed to the point of his entry into the system. This should assist the employee in understanding his role in the system.
The Security Force a) Philosophy and History	2	Lecture and Discussion	An employee in the LHA security division who is knowledgeable with this information and able to deliver it in a comprehensible manner.	To provide the employee with an understanding of security as a comprehensive concept which involves the total community.
b) Organization	3	Lecture, Discussion and Demonstration		To provide the employee with an understanding of his specific role and place in the security system of LHA.

THE POLICE PROFESSION

History, Philosophy and Organization of local municipal police force	4	Lecture and Discussion	An employee of the municipal police system - preferably one involved in training - and an employee of the LHA security division.	To provide employee with information about how the municipal police force has developed with special emphasis on the relationship of the municipal police to the LHA security force.
Self-Defense	5	Lecture and Demonstration	An employee of the municipal police system - preferably one involved in training - and an employee of the LHA security force.	To provide employee with spontaneous skill in the use of basic restraint holds.

COMMUNITY SECURITY AIDE

THE POLICE PROFESSION

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Family Crisis Intervention	6	Lecture and Demonstration	An employee of the municipal police system - preferably one involved in training - and an employee of the LHA security force.	To provide employee with skills in dealing with crisis type situations particularly in a family situation. Major emphasis here is placed on being able to simultaneously decrease violence and assist those involved in the crisis in dealing with their own problems.
Administration of Justice Systems	7	Lecture, Case Studies	A member of the municipal police training team and/or an employee in the administration of justice system (as a lawyer, court clerk, judge etc.	To provide employee with a thorough understanding of the operations and the administration of justice system in his city or town.

WORKING WITH GROUPS

Human Relations Training	8	Lecture, Case Studies, role play	A social services delivery person experienced in human relations training and group dynamics.	To provide employee with understanding of how people react and behave in certain situations with specific emphasis on group interaction.
Group Dynamics	9			
Youth and their Problems	10	Lecture, Case Studies, role play	A social services delivery person experienced in dealing with the problems of youth.	To provide employee with understanding and sensitivity to problems of youth - how to assess and list them in order of priority.

COMMUNITY SECURITY AIDE

WORKING WITH GROUPS

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Bringing People Together	11	Lecture, Case Studies, role play	An employee experienced in dealing with groups.	To provide employee with an understanding of: 1)how to structure a group around program issues 2)how to be a resource person to the group while simultaneously developing group independence 3)how to affectively gain the kind of respect which accompanies the leadership role 4)how to assess, be sensitive to and deal with certain interaction dynamics within a group.
Motivation	12			
Communication	13			
Leading a Meeting	14			
Getting a Group Functioning	15			
Developing Group Plans	16			
Achieving Group Goals	17			
Development of Leadership and Transferring Leadership	18			

PROGRAM DEVELOPMENT

Problem Identification	19	Lecture, Case Studies, role play	An employee experienced in working with groups with a background in program development and/or planning.	To provide employee with understanding of the process involved in moving from the assessment of issues to the achievement of goals via program planning and development.
Planning and Goal Setting	20			
Selecting Issues Around which to Organize and Plan	21			
Exploring Alternatives	22			
Decision-Making	23			

COMMUNITY SECURITY AIDE

PROGRAM DEVELOPMENT

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Proposal Writing How to write a program proposal	24	Lecture, Demonstrations, Case Studies	An employee experienced in working with groups with a background in program development and/or planning - specifically proposal writing	To provide employee with an understanding of the process involved in translating issues into implemented programs.
How to present a program proposal	25			
When and where to write and present a program proposal	26			
Who can write a proposal	27			
Technical Assistance	28	Lecture, Demonstrations, role play	An employee experienced in working with groups in the community and using community resources.	To provide employee with an understanding of how and when to seek technical assistance and how he might utilize resources in the community in this manner.
Community Resources	29			

SUPERVISORY SKILLS

What is Supervision?	30	Lecture, Case Studies, role play	An employee experienced in supervisory techniques.	To provide employee with an understanding of the skills necessary to become an effective supervisor. This will deal with one to one supervision as well as supervision of group activities.
Developing a work plan for supervisors	31			
Making effective use of time	32			
Assigning roles and responsibilities clearly	33			

COMMUNITY SECURITY AIDE

COMMUNICATION SKILLS

CONTENT	KEY SECTION	METHOD	RESOURCE PERSON	OBJECTIVE
Report writing techniques	34	Lecture and Demonstration	An employee of the security division who is experienced in the record-keeping techniques required of security personnel.	To provide employee with an understanding of the techniques and importance of record keeping. To provide employee with a familiarization of the forms and records used in his particular job.
Record Keeping techniques	35			
Keeping Community Resource and Technical assistance files	36			
Evaluation forms and reports for supervisors.	37			

SPECIFIC INFORMATION

Identification of Maintenance problems in terms of security problems. ex.electrical system, plumbing system, physical structure of buildings, household equipment, security systems	38	Lecture and Discussion	An employee of the security division and an employee of the maintenance division of the LHA.	To provide employee with a clearly defined relationship between maintenance and security problems and issues.
Red Cross, First Aid and Heart Attack Training	39	Lecture, Demonstration, role play	An employee of some health installation experienced in first aid and heart attack training.	To provide employee with basic skills in first aid and emergency treatment skills for coronary attack.

PART THREE

CHAPTER		PAGE
VI	INTER-RELATIONSHIP BETWEEN HOUSING AUTHORITY, MUNICIPAL POLICE AND COMMUNITY	62
VII	SUMMARY	67

CHAPTER VI

INTER-RELATIONSHIP BETWEEN HOUSING AUTHORITY, MUNICIPAL POLICE AND COMMUNITY

INTER-RELATIONSHIP BETWEEN HOUSING AUTHORITY, MUNICIPAL POLICE DEPARTMENT AND COMMUNITY

One of the primary concerns to be dealt with in the development of a security system for public housing is the relationship of the local housing authority security force to the municipal police. The following guide is a check list for action in the process of developing a para-professional security system.

1. Identify the relationship between the local housing authority security force and the municipal police in terms of organizational agreements and policies regarding police authority.

   a. Comparable arresting powers

   b. Geographic jurisdiction of both forces--Is there overlap? Is there conflict?

2. Identify the issues involved in allowing for comparability in:

   a. pre-requisites for employment

   b. salary scales

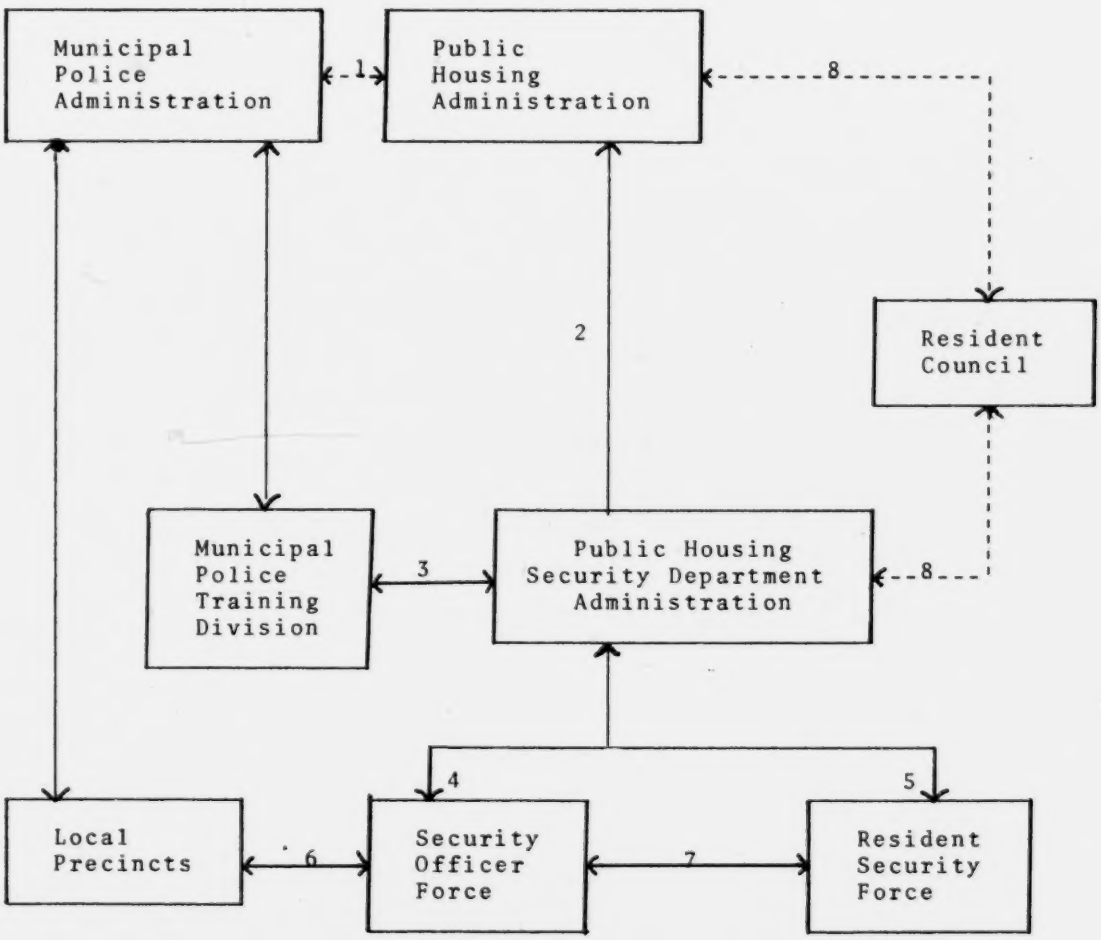
   c. training

   d. certification

The purpose of the above is to reduce duplication of services and enhance cooperation between the local housing authority security system and the municipal police and lay the basis for a para-professional system.

The following chart represents a model for the relationship of these two organizations. In the following explanation the numbers (1 through 8) refer to the numbered relationship on the chart. In the explanation the term "Resident Force" is similar to that which we have previously defined as the "B" track in the career ladder system (see Chapter V). "Security Officer Force" is used synonymously with the "A" track previously described.

INTER-RELATIONSHIP BETWEEN HOUSING AUTHORITY, MUNICIPAL POLICE DEPARTMENT AND COMMUNITY



Explanation: Inter-relationship Between Housing Authority, Municipal Police Department and Community

1. The municipal police department will have the responsibility of commissioning public housing security personnel. The credentialing process is of prime importance to the legitimation of the career ladder system. The housing authority will remain responsible for the selection and dismissal of security personnel.

2. The public housing security department will relate to the housing authority administration on matters of program and policy.

3. The local housing authority security department will relate to the training division of the municipal police on matters concerned with training security personnel. There is a degree of commonality of function and responsibility between the security force and the municipal police as well as a distinct difference. They will have to work effectively with a greater number of hidden and inaccessible common areas (lobbies, entrances, stairways, elevators, courts etc.). These differences imply the need for a degree of specialization for public housing security personnel. Therefore, it is suggested that these commonalities and differences be identified at this level such that security personnel might receive that training from the municipal police which speaks to the commonalities and, in addition, receive from other appropriate sources training which speaks to the differences.

4. The Security Officer Force will relate to the Security Department administration mainly on matters of operation (program implementation) and program development. This may be done through the project manager if the local housing authority structure mandates that security personnel be personally responsible to him.

5. The Resident Force will relate to the Security Department administration on matters of operation and program development.

6. The Security Officer Force will relate to the local precincts on matters of operation. This will generally be in terms of arrest, incarceration, criminal investigation and reporting. It is suggested here that security personnel in each housing project coordinate operational policy and procedure with its neighborhood precinct.

   a. This does not negate the possibility of a relationship between the precincts (on a city-wide basis) and the Security Department administration. Although a decentralized structure is more effective in terms of engendering better and more effective service, some degree of centralization is necessary in terms of administration and/or operation.

7. The Resident Force will relate to the Security Officer Force on matters of operation and program development.

8. The Resident Council will relate to the Housing Authority administration and the Security Department administration on matters of operation, tenant rights and tenant responsibilities. The Resident Council will also work closely with the Personnel Selection Board.

CHAPTER VII

SUMMARY

SUMMARY

There are no absolute answers for the development of a para-professional security system for all local housing authorities. One has to understand the nature of decision-making processes and administrative priorities in his local housing authority. In this manner, problems can be anticipated, resolved and integrated into the security system.

If this document is to be of help to anyone in developing an effective security program, the steps toward that end must be clearly defined. This process may be capsulized as follows:

1. Define security in accordance to the needs of your specific local housing community.

2. Assess the local housing authority environment

   a. What kind of organizational structure exists?

   b. How does the local housing authority relate to external agencies, groups etc.?

   c. What kinds of considerations must be taken before a security system is developed?

3. Develop career ladder system

   a. Develop a system that creates entry level positions for para-professionals.

4. Develop Security Department Organizational Structure

   a. Define general job responsibilities in terms of competence levels and supervisory responsibilities.

5. Develop job descriptions

   a. Define in detail job responsibilities and duties of specific job titles.

6. Define training needs

   a. Define specific areas that will need to be taught to each trainee.

7. Develop curricula

   a. Translate training needs into content areas for the curricula.

There are two steps which we have not touched upon:

1. Implementation of training

   a. It is suggested in the body of the curricula who might do some of the training, with what methods and according to which objectives. However, no schedule has been developed. It is suggested that this is a function of individual local housing authority circumstances. There are several factors to consider in this regard.

      1) Availability of time for trainee to spend in training. e.g., A large authority that is able to employ a large number of security personnel will be able to allow more time per person per week for training.

      2) Availability of trainers

      3) Availability of appropriate training space.

      4) The time of day that a specific subject is taught.

         a) It may not be advisable to bring trainees to a subject that is taught generally by lecture immediately after lunch.

2. Development of an evaluation system

   a. To assure continued effectiveness of the program an adequate evaluation tool must be developed. This may not have to be a tool adhering to the rigid principles of statistics. However, it must

reflect the responsiveness of the training program and work program toward meeting the stated objectives. Again, it is suggested that this system will be more complex in some local housing authorities than others according to their specific situations.

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